

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276
District Service Center
5621 County Road 101
Minnetonka, Minnesota

Summary of September 15, 2022 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, September 15, 2022 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Chris Vitale presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Meghan Selinger and Superintendent David Law, ex officio. Absent: Lisa Wagner and John Odom.

OPENING OF SCHOOL REPORT

Executive Director of Human Resources Dr. Mike Cyrus led the presentation. He shared information regarding the latest enrollment numbers, both by site and by grade, with the Board. Highlights from the presentation included the following:

District Enrollment

	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023
Elementary	5,025	5,090	5,036	4,908	4,953
Middle School	2,573	2,573	2,560	2,501	2,541
High School	<u>3,311</u>	<u>3,410</u>	<u>3,456</u>	<u>3,523</u>	<u>3,534</u>
Total	10,909	11,073	11,052	10,932	11,028
eLearning				316	163
Grand Total				11,248	11,191

Elementary Enrollment

	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023
Clear Springs	876	882	863	852	860
Deephaven	662	647	652	642	655
Excelsior	804	812	802	742	735
Groveland	845	899	919	893	878
Minnewashta	931	945	899	892	908
Scenic Heights	<u>882</u>	<u>905</u>	<u>901</u>	<u>887</u>	<u>917</u>
Total	5,000	5,090	5,036	4,908	4,953

Middle School Enrollment

	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023
MME	1,307	1,318	1,318	1,242	1,271
MMW	<u>1,266</u>	<u>1,255</u>	<u>1,242</u>	<u>1,259</u>	<u>1,270</u>
Total	2,573	2,573	2,560	2,501	2,541

High School Enrollment

	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023
Total	3,311	3,410	3,456	3,523	3,534

eLearning / Tonka Online Enrollment

	SY 2021	SY 2022	SY 2023
Elementary	824	201	46
Middle School	530	72	45
High School*	<u>636</u>	<u>43</u>	<u>72</u>
Total	1,990	316	163

*HS students doing full-year eLearning

Dr. Cyrus concluded his presentation by showing group photos of the new teachers in the District. He also shared the following information about them:

- 96 teachers hired
- 12 have worked in the District previously
- 5 have taught internationally
- 21 are first-year teachers
- Total of 723 years of experience—7.7 years on average
- 50 (52%) have graduate degrees
- 7 have overseas credentials
- 45 out-of-state degrees
- 7 from partner colleges/universities (Bethel, Gustavus, St. Thomas, Winona State)

Board member O'Halloran asked what the numbers reflect on the high school enrollment by program slide (#21). Dr. Cyrus responded that the numbers reflect the percentage of total enrollment. For example, if one student takes two or three AP courses, they would be counted two or three times.

Chairperson Vitale stated that this is the time of year we start looking at enrollment & class sizes. Looking at the number of programs we have, two distinct categories start in elementary with immersion, in addition to the other specialty programs at the secondary level.

Superintendent Law shared that the easiest way to manage class size is to offer only one program. With all the opportunities that are offered in Minnetonka, this gives us a unique challenge. Open enrollment gives us the opportunity to leverage/offer those programs.

Board members thanked Dr. Cyrus for the presentation.

UPDATE ON MCA RESULTS

Director of Assessment Dr. Matt Rega presented the latest results to the Board. He included the following background information:

Each year the Minnesota Department of Education conducts annual Minnesota Comprehensive Assessments (MCA) of all students in Grades Three-Eight for Mathematics and Reading, Grade Ten for Reading, and Grade Eleven for Math. For Science the MCA is given to students in Grades Five, Eight, and after taking high school Biology. The Science MCA does not count for Adequate Yearly Progress (AYP), but achievement levels are recorded. The tests measure student knowledge and skills identified in the Minnesota Academic Standards.

As with any test, the MCA-III assesses a sampling of student knowledge and does not test every standard or benchmark. There are standards and benchmarks that cannot be assessed with a standardized test. That does not mean that these skills should not be taught or assessed. Teachers need to instruct and assess their students on all of the academic standards. The passage of the No Child Left Behind Act (2000) required that students be assessed in Grades Three-Eight and high school. The *Minnesota K–12 Academic Standards in Mathematics* were adopted in 2003; the Minnesota Comprehensive Assessments-Series II assessed these standards. The 2006 Minnesota Legislature approved the 2006 Omnibus Education Policy Act (see Minn. Stat. § 120B.023, subd. 2b). This legislation required the revision of the state's academic standards in mathematics in the 2006–2007 school year. The legislation also required that beginning in the 2013–2014 school year, state mathematics tests given in Grade Eleven align with the revised 2007 academic standards in mathematics. The revision to the standards was significant enough that a new series of the MCA assessments was necessary. Thus, the Mathematics MCA-III tests are aligned with the 2007 *Minnesota K–12 Academic Standards in Mathematics*.

There are four different levels of proficiency for the MCA. In order to reach proficiency, students must reach a scale score of their Grade level plus 50. For example, a student in the Eighth Grade needs 850 (800+50) and a student in the Fourth Grade needs 450 (400+50) to reach proficiency on the MCA III for Reading, Math, and Science. The student's score is then linked to an achievement level to describe the overall performance and determine proficiency.

The four achievement levels for the MCA III's are:

- Exceeds the Standards (E)—Proficient

- Meets the Standards (M)—Proficient
- Partially Meets the Standards (P)—Not Proficient
- Does Not Meet the Standards (D)—Not Proficient

Context

The MCA III tests measure the number of students who are able to reach the bar and perform at grade level as measured by the Minnesota Academic Standards. The level of difficulty increases as students move into higher grade levels. As students move into the secondary level the number of students expected to reach proficiency decreases. This is a result of the test itself and not necessarily indicative of overall student performance as measured by classroom performance. 2018 is the fifth year that Eleventh Grade students took the MCA III tests.

New MCA tests are developed when the Legislature authorizes new mandates. For example, after the Legislature approved new Minnesota Academic Standards and since the MCA I test did not measure those new standards, the MCA II tests were field tested and implemented in 2005-06. In 2007-08 the Legislature required a progress score and since the MCA II tests were not vertically aligned to measure progress from year to year, the MCA III tests in Math, Reading, and Science are now operational.

The MCA III has a scale that will allow for comparison between grade levels to determine growth. The scale is limited because it only measures on-grade level work. Students far above grade level will not be adequately measured by the progress score. The previous system did not allow for the measurement of individual student progress from year-to-year, like NWEA. So, if a student is performing far above or below grade level, it is not possible to ascertain how much they have grown from year to year using the MCA II or MCA III. When comparing the tests students take in Third Grade to the tests the same students will take in Eighth Grade, the content on the Eighth Grade test, as expected, is more challenging. The number of questions that students are expected to answer correctly on the Eighth Grade test is lower than on the Third Grade test. This is determined statistically by the State of Minnesota during field testing. For example, if a student in the Third Grade scores 80 percent correct, then they might earn an “E” on the assessment, but in Eighth Grade that percent correct may decrease to 70 percent in order to earn an “E” on that assessment. The reason for the decrease in percentage needed is because the test is more difficult in both content and it is based on standards that are set by content specialists in the upper grades, and the standards in the elementary years are developed by content generalists.

With the NWEA assessments there is acceleration in performance as students move into the upper grades; with the MCA III tests the opposite is true. That is because the NWEA assessments measure individual growth from year-to-year and the MCA III tests only measure the number of students below, at, or above proficiency.

Regarding the change in proficiency versus scale scores, when one views the scale score increase, they are seeing an increase of average scale scores but a decrease in percent

proficient when examining each grade individually, especially in Math. Furthermore, we are only looking at MCA scores for both proficiency and scale scores across time (not all accountability tests for proficiency, as is defaulted on the Minnesota Report Card).

Minnetonka proficient students could score higher in one year, thus bringing up the average scale score, but not influencing the percent proficient. One way this can be seen is with more students in the exceeds vs. meets standards compared to previous years.

At most grade levels, the average scale score increased or remained the same, except for Grade 10. For Math, there was an increase in scale scores among the *Partially Meets* group, indicating a shift toward the Meets and Exceeds categories. Math scale scores increased dramatically across all grade levels except for Grade 11. The Reading and Math data show that students are scoring solidly across most grade levels and the increases were more significant in Math for both Minnetonka students and students statewide. Reading growth was more modest following the height of the Pandemic for both Minnetonka and Minnesota students, however, the achievement appears to be trending in the right direction.

Dr. Rega then walked the Board through the results. Highlights included the following:

MCA Reading – Elementary Metro Comparisons

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	3	73.7
WESTONKA PUBLIC SCHOOL DISTRICT	3	73.2
EDINA PUBLIC SCHOOL DISTRICT	3	70.7
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	3	67.9
ORONO PUBLIC SCHOOL DISTRICT	3	65.2
MINNETONKA PUBLIC SCHOOL DISTRICT	3	64.9
WACONIA PUBLIC SCHOOL DISTRICT	3	59.0
EASTERN CARVER COUNTY PUBLIC SCHOOL	3	58.3
HOPKINS PUBLIC SCHOOL DISTRICT	3	49.5

- Grade 3 in 2021: 66.5 (ranked 5th)
- Grade 4 in 2021: 70.9 (ranked 4th)
- Grade 5 in 2021: 80.8 (ranked 2nd)

District Name	Grade	Proficiency
WESTONKA PUBLIC SCHOOL DISTRICT	4	73.5
ORONO PUBLIC SCHOOL DISTRICT	4	72.6
MINNETONKA PUBLIC SCHOOL DISTRICT	4	71.8
EDINA PUBLIC SCHOOL DISTRICT	4	71.7
WAYZATA PUBLIC SCHOOL DISTRICT	4	70.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4	64.7
WACONIA PUBLIC SCHOOL DISTRICT	4	62.5
EASTERN CARVER COUNTY PUBLIC SCHOOL	4	61.7
HOPKINS PUBLIC SCHOOL DISTRICT	4	52.5

District Name	Grade	Proficiency
ORONO PUBLIC SCHOOL DISTRICT	5	84.3
EDINA PUBLIC SCHOOL DISTRICT	5	81.8
MINNETONKA PUBLIC SCHOOL DISTRICT	5	81.1
WESTONKA PUBLIC SCHOOL DISTRICT	5	80.1
WAYZATA PUBLIC SCHOOL DISTRICT	5	79.6
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	78.7
WACONIA PUBLIC SCHOOL DISTRICT	5	74.1
EASTERN CARVER COUNTY	5	71.7
HOPKINS PUBLIC SCHOOL DISTRICT	5	59.2

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MCA Reading – Secondary Metro Comparisons

- Grade 6 in 2021: 77.1 (ranked 2nd)
- Grade 7 in 2021: 72.0 (ranked 4th)
- Grade 8 in 2021: 73.1 (ranked 3rd)
- Grade 10 in 2021: 80.4 (ranked 2nd)

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	6	82.2
ORONO PUBLIC SCHOOL DISTRICT	6	80.9
MINNETONKA PUBLIC SCHOOL DISTRICT	6	80.2
EDINA PUBLIC SCHOOL DISTRICT	6	78.0
WESTONKA PUBLIC SCHOOL DISTRICT	6	76.8
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	6	70.1
WACONIA PUBLIC SCHOOL DISTRICT	6	67.9
EASTERN CARVER COUNTY	6	67.0
HOPKINS PUBLIC SCHOOL DISTRICT	6	56.6

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	7	77.1
WESTONKA PUBLIC SCHOOL DISTRICT	7	74.0
MINNETONKA PUBLIC SCHOOL DISTRICT	7	71.9
ORONO PUBLIC SCHOOL DISTRICT	7	69.5
EDINA PUBLIC SCHOOL DISTRICT	7	69.1
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	7	63.4
WACONIA PUBLIC SCHOOL DISTRICT	7	60.2
EASTERN CARVER COUNTY	7	56.6
HOPKINS PUBLIC SCHOOL DISTRICT	7	50.0

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	76.9
ORONO PUBLIC SCHOOL DISTRICT	8	74.4
MINNETONKA PUBLIC SCHOOL DISTRICT	8	70.9
EDINA PUBLIC SCHOOL DISTRICT	8	69.8
WESTONKA PUBLIC SCHOOL DISTRICT	8	65.5
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	61.6
WACONIA PUBLIC SCHOOL DISTRICT	8	60.4
EASTERN CARVER COUNTY	8	52.4
HOPKINS PUBLIC SCHOOL DISTRICT	8	48.2

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	10	81.2
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	10	72.7
MINNETONKA PUBLIC SCHOOL DISTRICT	10	72.2
EDINA PUBLIC SCHOOL DISTRICT	10	71.7
WESTONKA PUBLIC SCHOOL DISTRICT	10	67.6
ORONO PUBLIC SCHOOL DISTRICT	10	65.2
WACONIA PUBLIC SCHOOL DISTRICT	10	58.4
EASTERN CARVER COUNTY	10	57.0
HOPKINS PUBLIC SCHOOL DISTRICT	10	43.1

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MCA Math – Elementary Metro Comparisons

District Name	Grade	Proficiency
ORONO PUBLIC SCHOOL DISTRICT	3	87.1
WAYZATA PUBLIC SCHOOL DISTRICT	3	84.3
MINNETONKA PUBLIC SCHOOL DISTRICT	3	83.6
EDINA PUBLIC SCHOOL DISTRICT	3	80.4
WACONIA PUBLIC SCHOOL DISTRICT	3	78.3
WESTONKA PUBLIC SCHOOL DISTRICT	3	77.8
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	3	75.7
EASTERN CARVER COUNTY	3	72.3
HOPKINS PUBLIC SCHOOL DISTRICT	3	57.1

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	4	84.1
ORONO PUBLIC SCHOOL DISTRICT	4	81.9
MINNETONKA PUBLIC SCHOOL DISTRICT	4	81.3
EDINA PUBLIC SCHOOL DISTRICT	4	78.1
WACONIA PUBLIC SCHOOL DISTRICT	4	77.7
WESTONKA PUBLIC SCHOOL DISTRICT	4	77.5
EASTERN CARVER COUNTY	4	69.0
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	4	67.3
HOPKINS PUBLIC SCHOOL DISTRICT	4	53.2

- Grade 3 in 2021: 78.7 (ranked 5th)
- Grade 4 in 2021: 77.5 (ranked 4th)
- Grade 5 in 2021: 63.8 (ranked 3rd)

District Name	Grade	Proficiency
WESTONKA PUBLIC SCHOOL DISTRICT	5	74.5
WAYZATA PUBLIC SCHOOL DISTRICT	5	72.1
ORONO PUBLIC SCHOOL DISTRICT	5	72.0
MINNETONKA PUBLIC SCHOOL DISTRICT	5	67.2
EDINA PUBLIC SCHOOL DISTRICT	5	61.4
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	60.6
WACONIA PUBLIC SCHOOL DISTRICT	5	59.4
EASTERN CARVER COUNTY	5	55.2
HOPKINS PUBLIC SCHOOL DISTRICT	5	38.6

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MCA Math – Secondary Metro Comparisons

- Grade 6 in 2021: 60.4 (ranked 5th)
- Grade 7 in 2021: 58.6 (ranked 5th)
- Grade 8 in 2021: 66.8 (ranked 2nd)
- Grade 11 in 2021: 69.0 (ranked 2nd)

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	6	72.1
MINNETONKA PUBLIC SCHOOL DISTRICT	6	70.8
WESTONKA PUBLIC SCHOOL DISTRICT	6	66.1
EDINA PUBLIC SCHOOL DISTRICT	6	65.3
ORONO PUBLIC SCHOOL DISTRICT	6	62.2
WACONIA PUBLIC SCHOOL DISTRICT	6	61.9
EASTERN CARVER COUNTY	6	53.2
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	6	46.4
HOPKINS PUBLIC SCHOOL DISTRICT	6	42.8

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	7	75.4
WESTONKA PUBLIC SCHOOL DISTRICT	7	72.7
WACONIA PUBLIC SCHOOL DISTRICT	7	65.5
MINNETONKA PUBLIC SCHOOL DISTRICT	7	65.3
ORONO PUBLIC SCHOOL DISTRICT	7	62.1
EDINA PUBLIC SCHOOL DISTRICT	7	59.9
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	7	52.8
HOPKINS PUBLIC SCHOOL DISTRICT	7	45.6
EASTERN CARVER COUNTY	7	29.6

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	79.1
MINNETONKA PUBLIC SCHOOL DISTRICT	8	73.1
ORONO PUBLIC SCHOOL DISTRICT	8	65.5
EDINA PUBLIC SCHOOL DISTRICT	8	63.6
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	57.1
WESTONKA PUBLIC SCHOOL DISTRICT	8	57.3
WACONIA PUBLIC SCHOOL DISTRICT	8	53.6
EASTERN CARVER COUNTY	8	48.2
HOPKINS PUBLIC SCHOOL DISTRICT	8	29.8

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	11	78.3
MINNETONKA PUBLIC SCHOOL DISTRICT	11	66.7
EDINA PUBLIC SCHOOL DISTRICT	11	59.9
WESTONKA PUBLIC SCHOOL DISTRICT	11	53.2
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	11	50.7
ORONO PUBLIC SCHOOL DISTRICT	11	46.5
EASTERN CARVER COUNTY	11	42.1
HOPKINS PUBLIC SCHOOL DISTRICT	11	40.1
WACONIA PUBLIC SCHOOL DISTRICT	11	34.0

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MCA Science Metro Comparisons

District Name	Grade	Proficiency
MINNETONKA PUBLIC SCHOOL DISTRICT	5	77.9
WESTONKA PUBLIC SCHOOL DISTRICT	5	75.9
WAYZATA PUBLIC SCHOOL DISTRICT	5	72.2
ORONO PUBLIC SCHOOL DISTRICT	5	71.8
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	5	69.9
WACONIA PUBLIC SCHOOL DISTRICT	5	67.1
EDINA PUBLIC SCHOOL DISTRICT	5	64.4
EASTERN CARVER COUNTY PUBLIC SCHOOL	5	63.0
HOPKINS PUBLIC SCHOOL DISTRICT	5	45.5

District Name	Grade	Proficiency
WAYZATA PUBLIC SCHOOL DISTRICT	8	61.0
ORONO PUBLIC SCHOOL DISTRICT	8	60.4
MINNETONKA PUBLIC SCHOOL DISTRICT	8	55.0
WESTONKA PUBLIC SCHOOL DISTRICT	8	47.5
EDINA PUBLIC SCHOOL DISTRICT	8	39.5
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	8	37.9
EASTERN CARVER COUNTY PUBLIC SCHOOL	8	37.4
WACONIA PUBLIC SCHOOL DISTRICT	8	27.9
HOPKINS PUBLIC SCHOOL DISTRICT	8	27.4

- Grade 5 in 2021: 70.3 (ranked 1st)
- Grade 8 in 2021: 56.4 (ranked 2nd)
- Grade HS in 2021: 77.9 (ranked 2nd)

District Name	Grade	Proficiency
EDINA PUBLIC SCHOOL DISTRICT	HS	87.5
MINNETONKA PUBLIC SCHOOL DISTRICT	HS	78.8
WAYZATA PUBLIC SCHOOL DISTRICT	HS	70.3
EASTERN CARVER COUNTY PUBLIC SCHOOL	HS	63.6
WESTONKA PUBLIC SCHOOL DISTRICT	HS	63.6
ORONO PUBLIC SCHOOL DISTRICT	HS	63.5
EDEN PRAIRIE PUBLIC SCHOOL DISTRICT	HS	59.4
WACONIA PUBLIC SCHOOL DISTRICT	HS	42.7
HOPKINS PUBLIC SCHOOL DISTRICT	HS	29.4

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MCA Reading School Results

School	2018 MCA III Reading % Proficient	Tonka Online Grade Level	# of Reading Test Takers	# of Eligible Students	Percent of Students of Took MCA Reading
		Grade 3	15	18	83.3%
		Grade 4	17	35	48.6%
		Grade 5	10	23	43.5%
		Grade 6	6	17	35.3%
		Grade 7	5	17	29.4%
		Grade 8	4	27	14.8%
		Grade 10	0	11	0.0%
		TOTAL	57	148	38.5%
Clear Springs	78.8	74.6	70.5	72.3	
Deephaven	76.8	78.5	69.6	66.0	
Excelsior	72.0	73.1	69.0	72.8	
Groveland	79.4	76.0	74.2	72.3	
Minnewashta	82.0	80.3	70.8	66.4	
Scenic Heights	80.3	82.3	81.1	83.1	
Tonka Online 3-5	n/a	n/a	n/a	66.7	
MME	85.9	85.9	73.2	75.3	
MMW	88.2	88.2	75.0	73.7	
Tonka Online 6-8	n/a	n/a	n/a	60.0	
MHS	78.5	80.1	80.4	72.1	
Tonka Online 10	n/a	n/a	n/a	n/a	

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MCA Math School Results

School	2018 Math % Proficient MCA III	Tonka Online Grade Level	# of Math Test Takers	# of Eligible Students	Percent of Students of Took MCA Math
		Grade 3	15	18	83.3%
		Grade 4	17	35	48.6%
		Grade 5	10	23	43.5%
		Grade 6	5	17	29.4%
		Grade 7	3	17	17.6%
		Grade 8	3	27	11.1%
		Grade 11	1	12	8.3%
		TOTAL	54	154	35.1%
Clear Springs	76.9	74.2	70.7	75.7	
Deephaven	76.2	81.7	74.0	77.9	
Excelsior	78.1	77.1	72.7	78.7	
Groveland	83.3	81.3	68.5	72.8	
Minnewashta	84.8	82.2	68.6	71.8	
Scenic Heights	85.4	86.7	83.3	87.1	
Tonka Online 3-5	n/a	n/a	n/a	78.6	
MME	83.5	81.5	64.4	70.7	
MMW	85.9	85.7	59.5	68.7	
Tonka Online 6-8	n/a	n/a	n/a	81.8	
MHS	70.0	63.1	69.0	66.3	
Tonka Online 11	n/a	n/a	n/a	100.0	

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MCA Science School Results

		Tonka Online Grade Level	# of Science Test Takers	# of Eligible Students	Percent of Students of Took MCA Science
		Grade 5	9	23	39.1%
		Grade 8	3	27	11.1%
		Grades 11-12	1	17	5.9%
		TOTAL	13	67	19.4%
School	2018 MCA III Science % Proficient	Science % Proficient	Science % Proficient	Science % Proficient	Science % Proficient
Clear Springs-GR 5	77.5	76.4	60.4	77.0	
Deephaven-GR 5	77.5	74.1	76.0	80.0	
Excelsior-GR 5	70.1	77.1	64.4	76.0	
Groveland-GR 5	91.1	81.7	70.6	71.1	
Minnewashta-GR 5	84.7	75.5	72.7	75.9	
Scenic Heights-GR 5	78.6	75.7	78.4	84.6	
Tonka Online-GR 5	n/a	n/a	n/a	100.0	
MME-GR 8	73.6	72.4	60.7	55.3	
MMW-GR 8	66.0	74.2	52.1	54.9	
Tonka Online-GR 8	n/a	n/a	n/a	33.3	
MHS-BIO students	80.3	77.2	77.9	78.7	
TO-BIO students	n/a	n/a	n/a	0.0	

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Notable Performance Trends

- Slight difference between Males and Females in Math and Science performance (Males surpassed Females by 2.4 percent in Science and 4.5 percent in Math)
- In Reading, Hispanic students are out-performing their counterparts across the state by **33.4 percent**
- In Math, the gap between Minnetonka ethnic student groups and the state ranged from **14.4 percent** among the African American student group to **46.8 percent** among the Asian student group
- Grades 3 & 4 above **80 percent** proficiency in Math; Grades 5 & 6 above **80 percent** proficiency in Reading; 3rd Grade **64.8 percent** proficient for Reading
- For Reading, English students showed an increase in proficiency level by **1.5 percent** with a decrease in proficiency for Chinese Immersion (**7.8 percent**) and a decrease for Spanish Immersion students (**5.0 percent**).

Board member Selinger asked what happens if a student does not take the MCA. Dr. Rega responded that they are not included in the overall numbers or percentages.

Chairperson Vitale commented about the Grade 3 scores and Dr. Rega responded that when tracking Grade 3 students, where immersion students are in their first year of English, it's impressive to see how well our students are doing compared to statewide scores.

CITIZEN INPUT

Chairperson Vitale extended an invitation to members of the audience who wished to address the Board on any topic. He also read the guidelines for Citizen Input, for the benefit of those who wished to speak.

The following individuals then addressed the Board:

- Jeff Adrian spoke on behalf of the Board of the Unitarian Universalists Church of Minnetonka. He expressed their support for the MCEE group and asked the School Board to commit to developing greater understanding among staff and students of issues involving diversity, equity and inclusion.
- Eden Prairie resident Kristin Atkins spoke regarding her concerns regarding pedestrian traffic in the Clear Springs parking lot.
- Excelsior resident Stacy Klein spoke regarding the District's MCA scores and her concern that our reading scores have dropped.

REVIEW OF ANNUAL REPORT

Executive Director of Communications Dr. JacQui Getty, Creative Director Daniel Campbell and Communications Specialist Mary Cornelius led the discussion. Dr. Getty began by saying that the District publishes an annual report every October. Minnetonka uses this report as a primary tool to communicate District goals, results and accountability to parents and citizens of the District. Dr. Getty said that Minnetonka's annual report is far more comprehensive than the report of most Districts and includes financial data, reports on Innovation initiatives, and student achievement beyond test scores. Per state guidelines, the report also includes elements required by the World's Best Workforce bill, which was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must report on the following five goals:

1. All children are ready for school.
2. All third graders can read at grade level.
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

The Board then received an early draft of the report and discussed the outline, content and key messages contained within. Discussion points included:

- Cover: The Board chose cover option 2
- Table of Contents: The Board caught an error regarding the location of a town referenced in one section
- Page 7: Question about the combined AP/IB statistic with recommendation to separate or to add more about IB to the page
- Page 14: Communications staff confirmed use of photo
- Page 19: Suggestion to add detail to Celebration of Service section, that children as young as five are eligible to earn the President's Volunteer Service Award
- Pages 20-24: Communications staff explained Points of Pride criteria
- Page 27: Suggestion to add the District's continued commitment to closing achievement gaps into the WBWF narrative

Chairperson Vitale noted that the report will be officially approved at the Board's regular meeting on October 6 and then printed and distributed immediately thereafter.

REVIEW OF PAY 2022 PAY 2023 PRELIMINARY LEVY

Executive Director of Finance and Operations Paul Bourgeois led the presentation. He began by saying that Minnesota Statutes require that each school district certify a preliminary property tax levy by September 30 of the calendar year.

The property tax levy set at the preliminary is the maximum amount that the school district can levy when it certifies its final levy in December of the calendar year. Adjustments to the preliminary levy amount can only be made downward after the preliminary levy is certified. School Districts must work with the Minnesota Department of Education (MDE) to calculate the levies allowed under the various statutes utilizing the MDE computerized levy system. The Certified Preliminary Levy must be physically received by the home county auditor no later than September 30, 2021.

The total levy is made up of several dozen individual levy amounts that are calculated based on formulas set in Minnesota Statute by the Legislature. Many of the levies are levies that provide partial revenue for a particular program with the remaining amount coming as a match from the State of Minnesota, and it is a requirement for the full local share to be levied in order to receive the State contribution. A reduction in those levies will result in a proportional reduction in State aid. Other levies including the Operating Referendum and Technology Levies are voter approved and determined based on the number of enrolled pupils or the value of property in the District. Finally, debt service levies are required to be calculated at 105% of debt service in order to ensure that District bond payments are met even if there are some property tax delinquencies.

The dollar amount of the Certified Preliminary Levy approved by the School Board prior to September 30 of each year becomes the highest amount of the levy - the final levy approved in December can be no greater than the preliminary amount certified by September 30. The only exception to this rule is if an Operating Referendum or Capital

Projects Referendum is approved by the voters of the School District at the November election.

Mr. Bourgeois explained that as of the date of this Study Session, the 2022 Pay 2023 Preliminary Levy is still being finalized. Initial numbers have been input, but we are still working with and reviewing information input by the Minnesota Department of Education. The Minnesota Department of Education has the authority to make further prior year adjustments after September 30 if they calculate a correction to a prior year adjustment.

Mr. Bourgeois noted that as of today, the maximum dollar value of the 2022 Pay 2023 Preliminary Levy, as estimated and calculated in line with the statutory school funding formulas for school district revenues, is estimated at \$62,805,352.21, which is an increase of \$6,330,493.94 or 11.2% from the 2021 Pay 2022 levy amount of \$56,474,856.27.

Mr. Bourgeois also noted that value of the property in the District has increased by 11.5%, from \$9,825,605,959 for the 2021 Pay 2022 Levy up to \$10,265,559,107 for the 2022 Pay 2023 Levy. This is an increase in value of \$439,952,148, or 4.5%. The increases of total property values in the District due to new construction could result in a lower increase. Properties that were not reassessed will likely see a lower increase than 11.5% because of a larger property tax base to spread the levy.

In the discussion that followed, Board members thanked Mr. Bourgeois for the information and indicated that they were supportive of levying for the recommended amount. Chairperson Vitale noted that the certification of the preliminary levy would take place on September 23, 2022 at a special meeting of the Board.

REVIEW OF POLICY #430: RESERVE TEACHERS

REVIEW OF POLICY #431: WAGE RATES: PART-TIME OR SUBSTITUTE

Executive Director of Human Resources Dr. Mike Cyrus led the discussion regarding both of the policies. He explained that enhancements were being recommended to both policies' salary schedules in order for the District to attract and retain quality employees.

Board member Becker commented that it is prudent for the District to stay competitive in this area. She also liked the incentive for loyal reserves, those who work consistently in Minnetonka.

Board member Selinger asked about the title of Policy #431 and what employees are considered "part time" under this policy. Following some discussion, Dr. Cyrus agreed that we should change the name of the policy to more accurately reflect the employees covered under this policy.

Chairperson Vitale noted that the policies would be approved at the Board's regular meeting in October.

ADJOURNMENT

The Board adjourned the Study Session at 8:05 p.m.

/ah